

THE ANALYSIS OF HIDDEN CURRICULUM ATN ELEMENTARY

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THE ANALYSIS OF HIDDEN CURRICULUM ATN ELEMENTARY SCHOOL IN INDONESIA Ika Maryani Elementary Education Department Ahmad Dahlan University, Indonesia ika_mail87@ymail.com Dwi Sulisworo Physics Education Department Ahmad Dahlan University, Indonesia

ABSTRACT Nowadays hidden curriculum concept is become a topic of interest and studied in education field in various countries. In the case of Indonesia education, this concept will be helpful in supporting the young generation's preparation for the future challenges. Within the next few years, Indonesia requires excellent human resources to be able to align with neighboring countries to the framework of the ASEAN Economic Community (AEC). Aim of this study is to analyze the hidden curriculum implementation at elementary schools in Indonesia. This study illustrates a clear mapping of the hidden curriculum implementation form in Indonesia, which will be the consideration basis in developing a strategic plan to improve the education quality in Indonesia. This study used a descriptive method with comparative types. This method will be used to look for a description of the hidden curriculum implementation in Indonesia, and then analyze the factors that cause certain phenomena occurrence. This method is ex-post facto because the data collection is done after the event have taken place. Then the collected data will be processed, reduced, and analyzed to obtain a conclusion. The result of the research shows that each school has different hidden curriculum implementation. Every school has specific characteristics such as IT development, school-based environment (green school), school-based research, school-based Islamic character, and so forth. School policy in the school culture management and development has significant impact on the success of hidden curriculum implementation. The study results will be used as basic data to be proposed as research scheme in international cooperation between Indonesia and Thailand in order to develop the policy of hidden curriculum development in both countries. **Keyword:** Hidden Curriculum, Indonesia, Thailand

INTRODUCTION Act of the Republic Indonesia Number 20, Year 2003, the Curriculum means a set of plans and regulations about the aims, content and material of lessons and the method employed as the guidelines for the implementation of learning activities to achieve given education objectives. Hilda Taba (1962) defines curriculum as follows: A curriculum is a plan for learning; therefore, what is known about the learning process and the development of the individual has bearing on the shaping of a curriculum. The curriculum is prepared to develop the skills of learners in accordance with the objectives to be achieved. The curriculum has an important role in education, because therein not just about the purpose and direction of education, but also a learning experience that should be owned by every student as well as how to organize the experience (Sanjaya W., 2008). There are various kinds of curriculum in education. In terms of the concept and its implementation, there are three types of curriculum namely ideal curriculum, actual curriculum, and hidden curriculum (Hamalik, 2006). Ideal curriculum serves as a teachers' guide in implementing the learning process. Ideal curriculum called as a formal curriculum or written curriculum (Sanjaya, 2008). This ideal curriculum at least contains goals and competencies to be mastered by students,

learning material, learning strategies, and the success of competence achievement. Ideal curriculum has important role in education because of that the teachers are required to be able to execute it correctly. Eventhough on the field, there are still many imperfections in the implementation of this curriculum. Some of the reason is because of the lack infrastructure support in schools, teachers,, different abilities and skills in understanding and implementing the curriculum, as well as the policy developed by the schools (Rohinah, 2012). These limitations lead teachers only be able to implement the curriculum in accordance with the existing conditions. This kind of curriculum is called the actual curriculum (Sanjaya, 2008). The implementation of actual curriculum which is different from the ideal curriculum raises farther gap between the achievement of the objectives and outcome. There are two possibilities occur. When the implementation of the actual curriculum exceeds the ideal curriculum, the student learning outcomes will be high. In contrast, if the implementation of the actual curriculum is far below the target of ideal curriculum, the student learning outcomes will also be low. Thus, the actual curriculum can have a positive impact for students and schools but also have a negative impact when the implementation does not comply with the norms. This will cause problems for education. All this time, learning process is carried out refers to the ideal (formal) curriculum. However, the formal curriculum is not yet fully meet the students" needs to gain experience related to instill values/character. Therefore, it is necessary to optimize hidden curriculum. This is because the curriculum that could conduct the students to be what expected is ideally not enough if just learned curriculum (written curriculum), but also the hidden curriculum that is theoretically could rationally affected students related to the school environment, the atmosphere of the class, even on school"s policy and management widely, also vertical and horizontal relationships (Rosyada, 2004). Furthermore Jean Anyon in Kentli (2009: 86) defines the hidden curriculum as follows: The hidden curriculum of schoolwork is tacit preparation for relating to the process of production in a particular way. Differing curricular, pedagogical, and pupil evaluation practices emphasize different cognitive and behavioral skills in each social setting and thus contribute to the development in the children of certain potential relationships to physical and symbolic capital, to authority, and to the process of work. (Jean Anyon (1980) in Fulya Damla Kentli (2009:86)) Seddon in Sanjaya (2008) also revealed that the hidden curriculum is basically the result of an unplanned educational process, so the appear behaviors is outside the goal described by the teacher. It is illustrates that the hidden curriculum is done without planning. Learning experience without planning can occur through teacher-student interaction as well as student-student interaction who can be used as a media to exchange information and generate a moral and social model. Hidden curriculum has a considerable influence to the internalization of values and character in elementary school (Cubukcu, 2012) (Saleh, 2012). This influence can be various, depends on the students" grouping (students group obey the system, autonomous students group, students group in between) In practice, the hidden curriculum consists of several variables. Basically, these variables are closely related to social interaction behavior in the school and surrounding environment. These variables are organization variable, social system variable, and cultural variable (Rohinah, 2012). Organization variable is emphasis on team teaching implementation, the policy to promote to next grade, grouping students by ability, and focusing the curriculum. Social system variable concerning on teachers" social competence that will have implications to the relationship with students, fellow teachers, staff, parents, and communities. While cultural variable associated with the beliefs system, values, theory structure, and intent/ meaning. Related to the young generation preparation for the future challenges, attention to the hidden curriculum is important especially to build character. Indonesia requires an excellent human resources to become a strong nation. Therefore, debriefing should be carried out from now on, in order not to fall behind

from the neighboring countries within the framework of Asean Economic Community (AEC). Based on the preliminary studies results, hidden curriculum implementation in Indonesia focused on the character values internalization in students. The implementation forms are various depending on the measures taken by each school. This study focused on the analysis of hidden curriculum implementation at elementary school in Indonesia and its various success forms. The results of this study are expected to be a reference to the development of a strategic plan to improve the education quality in Indonesia. Researchers recommend that the results of this study will be used as a baseline to develop research cooperation between several countries, such as Indonesia and Thailand.

METHOD This study used a descriptive method with comparative types. This method was used to look for a description of the hidden curriculum implementation at Elementary school in Indonesia, and then analyzed the factors that cause certain phenomena occurrence, such as the peculiarities form of the hidden curriculum implementation in certain Elementary school. Variables examined include the school culture development, the form of character development in elementary school, and elementary school teachers development programs. The variables primary data are taken through depth interviews with stakeholders (Provincial Executive of Muhammadiyah and headmasters). Data analysis was starting from the process of data collection, data reduction, data presentation, until the conclusion / verification (Huberman, Miles, 1992)(Moleong, L.J, 2007)(Nazir, M (2009).

RESULT AND DISCUSSION Hidden curriculum is basically the result of an unplanned educational process, so the appear behaviors is outside the goal described by the teacher. It is illustrates that the hidden curriculum is done without planning. Learning experience without planning can occur through teacher-student interaction as well as student-student interaction who can be used as a media to exchange information and generate a moral and social model. Hidden curriculum has a considerable influence to the internalization of values and character in elementary school (Cubukcu, 2012) (Saleh, 2012). This influence can be various, depends on the students" grouping (students group obey the system, autonomous students group, students group in between) In practice, the hidden curriculum consists of several variables. Basically, these variables are closely related to social interaction behavior in the school and surrounding environment. These variables are organization variable, social system variable, and cultural variable (Rohinah, 2012). Organization variable is emphasis on teamteaching implementation, class upgrade policy, grouping students by ability, and focusing the curriculum. Social system variable concerning on teachers" social competence that will have implications to the relationship with students, fellow teachers, staff, parents, and communities. While cultural variable associated with the beliefs system, values, theory structure, and intent / meaning. Related to the young generation preparation for the future challenges, attention to the hidden curriculum is important especially to build character. Indonesia requires an excellent human resources to become a strong nation. Therefore, debriefing should be carried out from now on, in order not to fall behind from the neighboring countries within the framework of Asean Economic Community (AEC). From those definitions, hidden curriculum is considered as teachers" behavior, attitudes, speech, and treatment to students that contain certain moral message. As a multicultural country Indonesia has variety of hidden curriculum development. In this study, researchers used Elementary Schools in Yogyakarta Province as research subject. The data collection was not only focused on teachers and headmasters, but also on the school policy-makers at the provincial level which in this case was represented by the Provincial Executive of Muhammadiyah Yogyakarta, Indonesia. Based on interviews with „School, Madrasah (Islamic School), and Pesantren (Islamic Boarding School) Council" from Provincial Executive of Muhammadiyah Yogyakarta, primary education in the Yogyakarta province, Indonesia has developed a character education through religious content. Indonesian combines

original Indonesian education system (pesantren-Islamic Boarding School-) with modern education system. This special characteristic is used to differentiate with the other institutions. The special characteristic was known as ISMUBA, to Al-Islam (Islamic Science), Kemuhammadiyah (Muhammadiyah Organization knowledge), and Arabic. This material has a strategic role in the process of positive values internalization to students. Teachers' skills in managing the learning process effected the learning success. Such skills are not only related to the management of the formal curriculum, but also the implementation of the hidden curriculum in the class or wider. The collected data showed the indicators of hidden curriculum implementation developed in elementary school in Indonesia. These indicators include the development of the school culture and student character.

School Culture Development

The development of Indonesia Elementary school culture refers to three categories namely physical, values, and assumptions. Its implementation involves the physical condition of the school, the values that are believed to the schools, teacher- student interaction, as well as the the hidden curriculum development. In some Islamic Elementary School in Indonesia, for example Muhammadiyah Condong Catur Elementary School, information technology and communications capabilities are more highlighted. This is requires the integration of ICT in every aspect. On the other hand, Muhammadiyah Sapen Elementary School"s vision and mission focus on students" character development. Here the students are trained to respect others, respect the opinions of others, discipline, independent, could work with others, honest, and so forth. Development of green school also became the focus of several schools in Indonesia (Muhammadiyah Bodon Elementary School) based on the Adiwiyata standard which is issued by the State Ministry for the Environment. Even one of school in Yogyakarta claimed to be a school-based research because all the learning activities are based on research results. All Muhammadiyah Islamic School implementing school culture development through student organizations such as the Tapak Suci martial arts, the scout Hisbul Wathan, Muhammadiyah Youth Association, as well as other academic organizations. Other forms of development carried out in Elementary schools in Indonesia is the culture of reading, honest, clean, disciplined and efficient, collaboration, trust, achievement, and reward and punishment. Through the developments, the Elementary Schools in Indonesia, particularly Islamic Elementary School have increased the performance of the headmasters, teachers, and students individually or in groups. It is established synergy relationship between components, bring out academic climate, established competition with collaboration, and fun interaction.

Implementation Forms of Hidden Curriculum in Indonesia Elementary Schools

Hidden curriculum Implementation in Indonesia focused on discipline habituation to students, such as the teachers" start lesson on time, teachers ability to master the classroom, teachers habits to guide students who do mischief, the teachers" habit to do team teaching, social interaction among teachers and teacher-student, and teachers" habits in using cooperative learning method. All of them are experiences that could change the students" way of thinking and behaviour. Hidden curriculum in organizational variable is implemented through teacher assignment policies and grouping students in the learning process (Oliva, Peter F, 1988) (Yuksel, S, 2005). Its implementation in social system variable is shown through a relationship between a teacher and asministratif staff, headmasters involvement in learning, teachers' involvement in the decision-making process, a good relationship between teacher, student involvement in decision-making, and the opportunities for students to perform various activities. Cultural variable, associated with the hidden curriculum implementation in beliefs system, values, and cognitive structure that exists in the classroom while inside or outside the classroom.

The Program of Elementary School Teachers Development

Islamic elementary teachers development program in Indonesia is generally done through the establishment of Teachers Working Group, Teacher Education Consensus Points, as well as a variety of training, such as

the Education and Training of Muhammadiyah Teachers Competency (HGDP). The subject is active learning, learning evaluation, Muhammadiyah Organization knowledge, and improving the pedagogic competence, professional, personality, and social. Every year, Provincial Executive of Muhammadiyah provides research grants for Classroom Action Research (CAR). The teachers who qualify are given training and assistance to CAR. The research is conducted by collaboration among teachers.

CONCLUSION The result of the research shows that each school has different hidden curriculum implementation. Every school has specific characteristics such as IT development, school- based environment (green school), school-based research, school-based Islamic character, and so forth. School policy in the school culture management and development has significant impact on the success of hidden curriculum implementation

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